



## **Report**

# **Comprehensive School Reform Program – Statewide Evaluation**

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## Executive Summary

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The Comprehensive School Reform Demonstration (CSR) Program established in 1998 provides states with funds to improve student achievement through the implementation of research-based, comprehensive school improvement strategies. CSR accountability provisions require states to conduct an evaluation of CSR that is “intended to inform SEAs (State Education Agencies) and LEAs (Local Education Agencies or districts) about how effective their schools have been in improving student achievement using comprehensive school reform strategies.” The results of evaluations should be used “to improve programs in schools with poor performance” and should be “shared with schools with high performance” (Guidance on the Comprehensive School Reform Demonstration Program, 2002).

The Maryland State Department of Education (MSDE) contracted with RMC Research Corporation (RMC) to conduct the state wide CSR program evaluation. This report documents the Maryland CSR program evaluation’s findings and conclusions. The evaluation was conducted during the fall of 2004 and included 62 CSR funded schools throughout the state. The guiding research questions for the evaluation are:

1. To what extent are the eleven CSR components being implemented by each school?
2. To what extent do the schools and districts perceive change in instructional practice and school climate?
3. What is the perception of the benefits of the CSR grant from school and district leadership?
4. What is the impact on student academic achievement (based on the quality of available data)?
5. Does impact on student academic achievement correlate to years of program implementation?

RMC Research Corporation administered surveys in September 2004 to 62 schools that had received funds to implement Comprehensive School Reform programs. Among the 62 schools that received CSR funding, 40 schools responded to the survey, resulting in a response rate of 65%. This study results are based on the responses of these 40 schools and not the entire Maryland CSR school population.

## Conclusions

Overall, responding schools reported a high level of implementation. Of the 11 CSR components, implementation areas of strength for schools were *measurable goals and benchmarks* and *professional development*. *Evaluation strategies* and *identification of research-based strategies* were also areas in which CSR schools had high levels of implementation. Areas of improvement for implementation were *parent and community involvement* and *external technical assistance and support*.

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About 70% of schools felt they had seen improvements in instructional practice and school climate, while over 80% of districts witnessed improvements in these areas.

Impact of the CSR program on student achievement gains is most likely the area of greatest interest. The results are guardedly positive. In 2003 Maryland changed state assessments midway through CSR implementation. Student achievement trend data for three years is, therefore, only available for Cohort I. Cohorts II - V student achievement assessment data can only be examined in one year increments providing less reliable findings.

Overall, CSR schools performed best at the 3<sup>rd</sup> Grade level, matching or outperforming other schools throughout the state during different periods since 1998. In Grades 5 and 8, the findings are inconclusive with the state sometimes outperforming the CSR schools at different points in time.

Among the CSR Cohorts I-V, Cohort IV was the strongest, making greater gains than the state schools overall in both content areas across each grade. Cohorts I, II and III provided mixed results, outperforming the state schools in one grade or content area while being outperformed in others. At the time of the study, Cohort V was only six months into their first year of CSR implementation.

### **Recommendations**

CSR schools appear to need assistance with involving parents and the community in the CSR reforms. These stakeholders often play a key role in sustaining systemic reforms like schoolwide programs. This finding could serve as a topic of technical assistance from the state and the districts. Another need among the CSR schools was the planning for sustaining the CSR reforms after the funding period. Responding to this need may require assistance in seeking additional funding and effectively utilizing existing funds.

Student achievement findings raises the question of why Cohort IV made such great strides. One option is to identify the schools that made these gains (as well as schools in the other cohorts that made gains) and follow-up with a case study of the successful schools. The schools that struggled could also be included to provide a comprehensive view of school improvement. The lessons learned from such a study could provide valuable information for supporting school improvement in Maryland in the future.

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## Section I: Introduction

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The Comprehensive School Reform (CSR) Program was established in 1998 to provide states with funds to help improve student achievement through the implementation of research-based, comprehensive school improvement strategies. CSR provides support for improving Title I schools through schoolwide programs that coordinate and combine funds from Federal, State, local and private sources to ensure that each child meets challenging state content and student performance standards. CSR builds upon and leverages ongoing efforts to connect higher standards with school improvement at the State and local level (USDE, 1998).

The program stimulates comprehensive, schoolwide reform by incorporating 11 specific components:

1. Uses proven strategies and methods for learning, teaching, and school management based on scientifically based research and effective practices, and used successfully in multiple schools;
2. Integrates a comprehensive design with aligned components focused on helping students meet standards and addressing needs identified in a school needs assessment;
3. Provides high quality, ongoing professional development;
4. Includes measurable goals and benchmarks for student academic achievement;
5. Has the support of staff within the school;
6. Provides support for all faculty and staff;
7. Provides for parental and community support and involvement;
8. Uses high quality, external technical support and assistance from an experienced provider;
9. Includes a plan for the annual evaluation of the implementation of the reform program and the outcomes achieved;
10. Identifies other resources to support the reform effort;
11. Has been found through scientifically based research to significantly improve student academic achievement, or has shown strong evidence that it will.

The U.S. Department of Education made CSR funding available under two separate authorities: Section 1502 (Demonstration of Innovative Practices) of Title I of the Elementary and Secondary Education Act (ESEA) and the Fund for the Improvement of Education (FIE) in Part A of Title X of the Elementary and Secondary Education Act. For fiscal year 2003, Congress appropriated \$308 million for state CSR program grants. State education agencies received funds proportionate to their share of Title I funds and the number of school-aged children they serve. These state education agencies awarded subgrants to schools on a competitive basis. Only schools eligible to receive funds under Title I, Part A were eligible for section 1502 funds, but any school could receive Title X funds. Each funded school was to receive a minimum of \$50,000 per year for up to three years (NCREL, 1999).

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Maryland has, for over twelve years, utilized comprehensive school reform models as an aspect of the Title I school improvement support strategy. With the enactment of *No Child Left Behind (NCLB) Act of 2001*, Maryland continued the policy, designating CSR funds for schools identified in need of improvement. The funding application specifies priority is given to proposals that utilize CSR funding to “support effective research-based programs in Title I schools that have been identified in need of improvement (schools that have not made adequate yearly progress for one or two years)”

NCLB also increased the CSR improvement components from the original nine to eleven thereby placing increased emphasis on research-based practices. MSDE, in an effort to align both grantee applications and funded program monitoring reports with the revised components, combined the 11 components into four critical school improvement criterion: 1) Student Learning and Achievement, 2) Student’s Opportunities to Learn, 3) Activities that Support Changes in Practice and Can be Sustained, and 4) Comprehensiveness of Design.

The 20 Cohort IV schools funded in July 2002 were the first schools to use this revised format. All remaining cohorts now submit annual reports using the revised monitoring report found in Appendix C.

## The Comprehensive School Reform Demonstration Evaluation

The accountability provisions in CSR state that the evaluation of CSR is “intended primarily to inform SEAs (State Education Agencies) and LEAs (Local Education Agencies or districts) about how effective their schools have been in improving student achievement using comprehensive school reform strategies.” The results of evaluations should be used “to improve programs in schools with poor performance” and should be “shared with schools with high performance” (Guidance on the Comprehensive School Reform Demonstration Program, 2002).

Based upon these expectations, the purpose of the Maryland CSR program evaluation is to (1) comply with the federal mandate for an annual evaluation of CSR programs; (2) help identify successful interventions within CSR schools; (3) monitor student academic achievement gains, with a focus on schools in need of improvement; and (4) support MSDE and school staff in planning for sustainability of this program.

The Maryland State Department of Education (MSDE) contracted with RMC Research Corporation (RMC) to conduct the state wide CSR program evaluation. This report documents the Maryland CSR program evaluation’s findings and conclusions. The evaluation was conducted during the fall of 2004 and included 62 CSR funded schools throughout the state. This report is divided into four Sections that encompass **Section I: Introduction**, **Section II** that details the **Evaluation Design**, **Section III: Findings** that examines each of the five evaluation questions, and **Section IV** that provides a **Summary of Findings and Recommendations**.



## **Section II: Evaluation Design**

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### **Research Questions**

The guiding research questions for the evaluation are:

1. To what extent are the eleven CSR components being implemented by each school?
2. To what extent do the schools and districts perceive change in instructional practice and school climate?
3. What is the perception of the benefits of the CSR grant from school and district leadership?
4. What is the impact on student academic achievement (based on the quality of available data)?
5. Does impact on student academic achievement correlate to years of program implementation?

### **Data Collection Methods**

RMC Research Corporation administered surveys in September 2004 to 62 schools that had received funds to implement Comprehensive School Reform programs. The surveys included a series of questions that required schools to rate their own progress or practice in each of the 11 components of Comprehensive School Reform. Many of the respondents also provided annual progress reports. Among the 62 schools that received CSR funding, 40 schools responded to the survey, resulting in a response rate of 65%. Study results are based on the responses of these 40 schools and not the entire CSR school population.

Surveys were also administered in September 2004 to the district staff that managed the CSR schools. The 62 CSR schools were located in 16 districts, 12 of which responded to the survey, for a response rate of 75%. The results from the district survey are based on the responses of the 12 districts. Appendix D and E provides sample copies of the school and district surveys.

### **Data Analysis Methods**

Analysis of frequencies were conducted to analyze the data for this evaluation. Where possible, visuals were utilized (graphs, charts, and tables) to report the findings. This format makes the evaluation results accessible to the school staff, students, parents and other school community members.

### **Study Limitations**

A study limitation was that the CSR model implementation data was collected from school self-reports. The potential for bias exists when schools rate their own progress more favorably than an outside observer might. The study would have benefited from site visits to the CSR schools,

that would have provided another perspective on schools' progress. To remedy this limitation, RMC developed standards for implementation in a rubric format for each of the CSR components and technical assistance provided by the districts and model developers. Schools and districts rated their effectiveness based upon these standards.

Another limitation was the change in the state assessments mid-way through the CSR program. Until the 2002-03 school year, the Maryland state assessment was the Maryland School Performance Assessment Program (MSPAP), which was a criterion-referenced test that measured students' mastery of the state standards in the core content areas. However, in 2003, the state administered the Maryland School Assessment (MSA), based on the *Voluntary State Curriculum*, which set academic standards for what teachers were expected to teach and for what students were expected to learn in schools. The change in the state assessments complicates tracking school performance after 2002.

The analysis of the Cohort I schools will provide a view of those schools' growth on the MSPAP over the three-year cycle of the CSR grant. For Cohorts II through V, the only data that was available was the MSA scores for 2003 and 2004 as the MSPAP was discontinued in 2002. Thus, Cohorts II through V student assessment analysis will focus on one-year gains in the MSA. Since these cohorts are at different points in program implementation (Cohorts II and III were in the third and final year and Cohorts IV and V were in their second and first years of the CSR grant, respectively) this year to year analysis of MSA results may provide only limited indicators of the influence of time in the program on student outcomes.

Analysis did show some gains from 2003-04 test scores but changes from one year to the next tend to be volatile and not very reliable. Three or more data points or years of testing are more valid indicators of trends in student performance. Therefore, analysis of one-year gains are not as definitive as the Cohort I analysis, which included five assessment cycles.

Additionally, each CSR model level of comprehensiveness varies. Some models have a narrow focus and emphasize curriculum enhancement and built in assessments, whereas other models emphasize process building teachers' and principals' skills in working collaboratively. The differences in the comprehensiveness of the models' approach may lead to differences in impact on student achievement. This evaluation's scope did not allow for analysis of model type.

Finally, the study was not designed to survey non-CSR schools. Therefore, no comparison can be made that might inform differences in school improvement implementation strategies or student achievement gains in CSR funded schools and non-CSR schools.

### **The Comprehensive School Reform Schools**

Currently, there are five cohorts of CSR schools in Maryland:

- **Cohort I:** 16 schools, funded in December 1998, that completed the three-year CSR program in September 2001;
- **Cohort II:** nine schools, funded in July 2001, that completed the three-year CSR program in September 2004;

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- **Cohort III:** 10 schools, funded in January 2002, that will complete the three-year CSR program in December 2004;
- **Cohort IV:** 20 schools, funded in July 2002, that completed the second year of their CSR program in September 2004; and
- **Cohort V:** seven schools, funded in July 2003, that completed the first year of their CSR program in September 2004.

The evaluation will include data analysis for all five cohorts, utilizing MSAP and MSA data where appropriate.

The CSR allocation for Maryland for Fiscal Years 1998-2003 appear in Table 1 below:

**Table 1. Yearly Allocations to CSR 1998-2003**

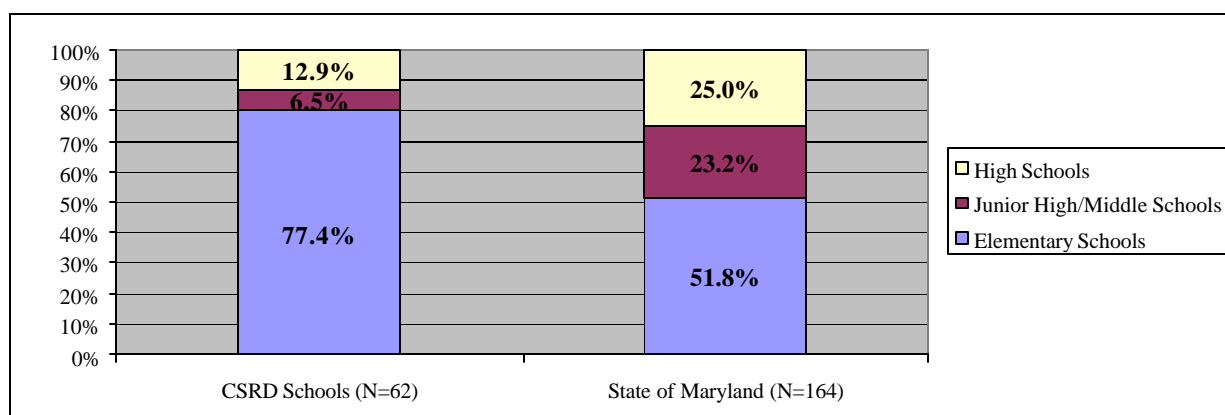
	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
Maryland CSR \$ Allocations	\$2,081,789	\$2,053,154	\$3,143,530	\$3,689,218	\$4,738,841	\$4,741,973

### Educational Levels of CSR-Awarded Schools

Overall, 48 of the 62 CSR grants (77.4%) were awarded to elementary schools.<sup>1</sup> Four junior highs and middle schools received 6.5% of the CSR awards. Eight secondary schools constituted 12.9% of the CSR-awarded schools. The final two (3.2%) of the CSR grants were awarded to career centers or vocational schools, which are listed as 'high schools' in Figure 1.

Compared with the overall state distribution of schools by educational level, elementary schools have received a higher proportion of CSR grants.

**Figure 1. Educational Levels of CSR Schools 1998-2002**



<sup>1</sup> Elementary schools: Grades K-5; Junior high/middle schools: Grades 6-8; High schools: Grades 9-12. Figures may not add up to 100%.

## Section III: Findings

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RMC in collaboration with MSDE developed the following research questions to guide the evaluation's scope and focus. The questions are designed to align with both federal program requirements and MSDE's desire to be informed about perceived levels of implementation and program sustainability to further inform local program technical assistance needs.

### The Research Questions

1. To what extent are the eleven CSR components being implemented by each school?
2. To what extent do the schools and districts perceive change in instructional practice and school climate?
3. What is the perception of the benefits of the CSR grant from school and district leadership?
4. What is the impact on student academic achievement (based on the quality of available data)?
5. Does impact on student academic achievement correlate to years of program implementation?

The next section will address research question number one by providing an analysis of school and district survey responses to questions delineating their perceived implementation status of the 11 CSR components. Unless otherwise indicated respondents were asked to rate their responses according to a four-point Likert scale. For the purposes of analysis, Level I is "Non-Functioning", Level II is "Functioning", Level III is "Proficient" and Level IV is "Advanced."<sup>2</sup>

### 1. To what extent are the eleven CSR components being implemented by each school?

According to the original CSR legislation, a school receiving CSR funds must integrate all nine of the identified comprehensive school reform components into the process (USDE, 2002). Schools implementing a reform model that does not address all nine components are expected to find strategies to implement those components into their overall reform approach. With the enactment of the *No Child Left Behind Act of 2001*, the original nine components became eleven with an increased emphasis on research based practices. Each of the Maryland CSR schools that completed the survey documented their progress made in integrating the 11 components into their reform process.<sup>3</sup> The following table categorizes survey items into 10 of the 11 CSR

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<sup>2</sup> In some cases, multiple surveys were completed for a school. In these cases, schools were assigned mean scores from a scale of one to four. Final values were rounded off to provide one score.

<sup>3</sup> Two of the components, utilizing research based strategies and evidence of the effectiveness of those strategies are collected from the annual reports the CSR schools submit to the Maryland Department of Education. The extent to which the schools' use *proven strategies and methods for learning, teaching, and school management based on scientifically based research and effective practices* is determined by the state department of education during the review of the CSR applications. This is the same case concerning whether the schools' strategies have been found through scientifically based research to significantly improve student academic achievement (or have shown strong evidence that student achievement will improve). Schools do not receive the CSR grant if they are not utilizing strategies based on research. Therefore, the schools did not respond to those components on the questionnaire.

identified school reform components. Table 2 provides the framework for how the survey questions were posed to the schools and resulting analysis.

**Table 2. Distribution of School Questionnaire Items by CSR Components**

	Survey Questions
<b>Effective research-based methods and strategies</b> for teaching and school management.	1-4, 6
<b>A comprehensive reform design</b> that aligns the school's curriculum, technology, and professional development to enable all students to meet challenging state content and performance standards.	5
<b>Professional development.</b>	7-9
<b>Measurable goals for student performance</b> and benchmarks for meeting the goals.	10-11
<b>Support within the school</b> from teachers, administrators, and other staff.	12
<b>Parental and community involvement</b> in planning and implementing school improvement activities.	14-15
<b>Coordination of resources</b> (federal, state, and local) to support and sustain the school reform effort.	20-21
<b>Evaluation strategies</b> for evaluating the implementation of school reforms and the student results achieved.	18-19
<b>External technical support and assistance</b> from an entity with expertise in schoolwide reform and improvement.	16-17
<b>Strategies that improve academic achievement</b>	Determined by MSDE
<b>Evidence of Effectiveness of Strategies</b>	Determined by MSDE

### **Effective research-based methods and strategies**

Several survey questions focused on the first indicated item in Table 2 -- the use of effective research-based strategies and staff's awareness of the CSR components. The results show (Table 3), the respondents felt they had the most success with *staff's awareness of CSR-funded initiatives*. This outcome suggests that CSR schools were effective in educating staff about the purpose of the CSR funding and focus on improvement. Respondents felt they had the least success with actually implementing research-based strategies both in general and *for improving teaching and learning*. This outcome implies that many of the CSR schools (45%) are still working towards fully implementing all of the CSR components. This finding is not surprising given Cohorts IV and V representing 27 schools are only mid-way through their grant implementation cycle.

**Table 3. Results for Questionnaire Items on Effective Research-based Methods and Strategies**

Item	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
Percentage of the staff in your school who are aware of the CSR-funded reform strategies	5.0	5.0	10.0	80.0
Percentage of the staff who have received sufficient training and preparation for utilizing the CSR-funded reform strategies	2.5	17.5	12.5	67.5
Percentage of staff who are utilizing the CSR-funded reform strategies effectively in their classroom	2.5	27.5	22.5	47.5
Implementation of <b>research-based improvement strategies</b> for improving teaching and learning	0.0	32.5	32.5	35.0
Level of implementation of the CSR funded improvement components	10.0	35.0	20.0	35.0

### Comprehensive Reform Design

One survey item focused on the use of a comprehensive reform design, that aligns the school's curriculum, technology, and professional development enabling all students to meet challenging state content and performance standards. Analysis reveals in Table 4, 68% of the respondents felt their improvement design addressed each of the components of CSR. This finding indicates that most schools are implementing comprehensive reforms that have a greater likelihood of raising student achievement than reforms that do not address the key areas that influence student performance. Appendix A shows the frequency of CSR model selection by cohort.

**Table 4. Results for Questionnaire Items on Comprehensive Reform Design**

Item	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
<b>Comprehensiveness</b> of school improvement plan	2.5	30.0	30.0	37.5

## Professional Development

Three survey items dealt with the topic of professional development and the extent to which school staff were provided training and support aligned to their needs and an overall improvement plan. Table 5 shows that all of the respondents felt they were proficient in *aligning professional development goals to school improvement goals*. This finding suggests that schools are effectively relating the principles of their improvement mission to the training being provided for teachers. The area in which respondents had the least success (*staff's input into professional development*) still had 80% of the respondents reaching proficiency. Thus, the CSR component, professional development, appears to be effectively implemented by responding schools but personnel perceive they have little input. This would correlate with the fact that many CSR models are prescriptive in their professional development offerings.

**Table 5: Results of Questionnaire Items on Professional Development**

Item	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
Professional development goals aligned to school improvement goals	0.0	0.0	25.0	75.0
Staff's input into <b>professional development</b>	0.0	20.0	40.0	40.0
Structure/format of <b>professional development</b>	2.5	12.5	42.5	42.5

## Measurable Goals for Student Performance

Table 6 reports on the two survey items that emphasized the creation and use of measurable goals for student performance and benchmarks for meeting the goals. Based on a four point Likert scale, most respondents indicated (at least 95%) were proficient in *establishing measurable goals and benchmarks* and ensuring *staff's awareness of the goals and benchmarks*.

While having effective professional development and research-based strategies are important components for supporting school reform, well-written benchmarks are indispensable for monitoring progress. Maryland has a strong track record for encouraging schools to establish measurable goals and benchmarks through their school improvement planning. It is therefore hard to discern to what extent CSR model implementation influenced this finding. However, many models do emphasize and incorporate better student data collection and analysis enabling schools an increased capacity to establish and monitor student performance against benchmarks. It is therefore not unrealistic that these two influences combined could result in such a positive perception.

**Table 6. Results of Questionnaire Items on Measurable Goals for Student Performance**

Item	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
<b>Measurable goals and benchmarks</b>	0.0	5.0	32.5	62.5
<b>Staff's awareness of goals and benchmarks</b>	0.0	2.5	42.5	55.0

### **Support Within the School from Teachers, Administrators and Staff**

Support within a school for adapting a CSR reform is a strongly emphasized component. Most schools are required as a basis for grant award to document at least 80% of the school staff support the adoption of a CSR reform program. One survey item dealt with commitment for the school reform efforts within the school from teachers, administrators, and other staff since implementation. As seen in Table 7 four out of five responding CSR schools had most (51-75%) of their teachers supporting the CSR grant. Thirty percent of respondents had at least 76% of their teachers actively engaged. The findings indicate that most respondents are still working to engage their entire staff in the CSR effort. This again correlates with the fact that 27 of the responding schools are in their first (7) and second year (20) of implementation.

**Table 7. Results of Questionnaire Items on Support Within the School from Teachers, Administrators and Staff**

Item	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)	Average
<b>Staff's commitment to the CSR-funded improvement strategies</b>	0.0	20.0	50.0	30.0	3.07

### **Parent and Community Involvement**

The survey queried schools on the level of parent and community member involvement in the CSR grant. The analysis depicted in Table 8 indicates schools had more success in actually *involving parents* in school activities than *planning* for doing so. Seventy percent of respondents indicated they felt they had parents engaged with the school in some capacity including supporting student learning at home. The outcomes suggest that some schools could be more effective if they *planned* for parental involvement.



**Table 8. Results of Questionnaire Items on Parent and Community Involvement**

Item	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
School's planning for <b>parent and community involvement</b>	10.0	35.0	45.0	10.0
Level of <b>parental involvement</b> in the school	7.5	22.5	47.5	22.5

### Coordination of Resources<sup>4</sup>

Two items on the survey emphasized the *coordination of resources* (federal, state, and local) to support and sustain the school reform effort. Again on a four-point Likert scale almost all of the respondents perceive they have successfully *coordinated their resources* for implementing CSR reforms (Table 9). However, nearly 45 % of the respondents perceived they had not reached the level of proficiency in planning for *sustaining their CSR reforms* after the three-year funding cycle is complete. This outcome highlights the challenge schools face in planning for maintaining reform sustainability after CSR funding is no longer available. This might indicate a topic on which technical assistance provided by the state and district staff could bolster reform sustainability.

**Table 9. Results of Questionnaire Items on Coordination of Resources**

Item	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
<b>Coordination of Resources</b> (curriculum, professional development, interventions, afterschool, parental involvement, etc.)	0.0	2.5	35.0	62.5
<b>Sustainability of reforms</b>	17.5	25.0	47.5	10.0

### Evaluation Strategies

A high percentage of respondents indicated they were proficient in establishing methods for collecting and analyzing data on CSR implementation strategies with over 50% rating themselves as "Advanced." To a lesser extent, only 40% of the respondents perceived they were effective in communicating *the results to staff and community*. The results indicated in Table 10 show CSR grantees have been effective in monitoring their CSR implementation, but

<sup>4</sup> Several other items were designated for gathering data on how resources were used. However, respondents had difficulty answering the questions accurately because the sources had been integrated and were no longer separate.

not sharing results with a wider audience. This finding may have implications for how schools and districts consider sustainability strategies and are able to “share their stories” with a wider community audience to garner public support for funding school reforms.

**Table 10. Evaluation Strategies Questionnaire Results**

Item	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
Method for <b>collecting and analyzing data</b> on the implementation of the CSR plan	0.0	5.0	42.5	52.5
<b>Communicating the results</b> of the reforms to staff and the community	0.0	25.0	30.0	40.0

Note: Percentages may not add up to 100 due to missing values.

### External Technical Support and Assistance

The respondents were asked to rate the overall effectiveness of the technical assistance that was provided by their local district and the model developer. The schools responded according to each of the eight components that were not determined by the state. The respondents used a three-point scale to rate the support provided by both sources. See Table 11.

**Table 11. Results of Questionnaire Items on Technical Assistance-District**

Item-Extent	Area of Strength (Mean)	Area for Improvement (Mean)
Research-Base and Effectiveness of Program	2.34	2.11
Comprehensive Design with Aligned Components	2.20	2.30
Professional Development	2.17	2.19
Measurable Goals and Benchmarks	2.41	2.04
Support within the School	2.13	2.07
Parental Involvement and Community Engagement	1.82	1.77
Evaluation Strategies	2.08	1.79
Coordination of Resources	2.15	1.91

Responses indicated the schools identified the *establishing measurable goals and benchmarks* and *having research-based programs* as the strongest areas of technical assistance provided by districts. The least support from districts was reported as parental *involvement and community engagement* and *evaluation strategies*. The results suggest that districts have been more successful with setting objectives and identifying strategies but need to improve in supporting processes for documenting the implementation and impact of the CSR programs. Also, involving the community in school reform remains an area for growth.

Regarding the technical assistance provided by the model developer, the areas of strength were *Research-Base and Effectiveness of Program* and *Comprehensive Design with Aligned Components*. However, among the schools that identified areas for improvement, the *research-base and effectiveness of the program* was also the area for greatest improvement. This finding suggests that there is great variation in the research-based nature of the programs. This outcome may be due to differences in the *quality* of research and evidence supporting each program as well the programs' *ability* to identify and present the research supporting their practice to their partnering schools.

**Table 12. Results of Questionnaire Items on Technical Assistance-Model Provider**

Item-Extent	Area of Strength (Mean)	Area for Improvement (Mean)
Research-Base and Effectiveness of Program	2.54	2.67
Comprehensive Design with Aligned Components	2.50	1.75
Professional Development	2.38	2.24
Measurable Goals and Benchmarks	2.09	1.83
Support within the School	2.25	1.44
Parental Involvement and Community Engagement	2.00	1.64
Evaluation Strategies	1.98	2.07
Coordination of Resources	2.14	1.95

### Overall Implementation for the CSR Components

After the analysis for each of the indicators was conducted, each of the indicators was integrated into one of the nine school-level CSR components to create indices for each component. The indices were then analyzed to determine mean scores, which indicates the level of implementation for each component. The items were rated according to a four-point Likert scale: Level I is "Non-Functioning", Level II is "Functioning", Level III is "Proficient", and Level IV is "Advanced". Table 13 presents the results of the analysis.

**Table 13. Results of Mean Scores for CSR Indices**

	Mean	Standard Deviation
<b>Effective research-based methods and strategies</b> for teaching and school management.	3.20	0.74
<b>A comprehensive reform design</b> that aligns the school's curriculum, technology, and professional development to enable all students to meet challenging state content and performance standards.	3.00	0.92
<b>Professional development.</b>	3.38	0.51
<b>Measurable goals for student performance</b> and benchmarks for meeting the goals.	3.53	0.42
<b>Support within the school</b> from teachers, administrators, and other staff.	3.07	0.69
<b>Parental and community involvement</b> in planning and implementing school improvement activities.	2.68	0.65
<b>Coordination of resources</b> (federal, state, and local) to support and sustain the school reform effort.	3.05	0.57
<b>Evaluation strategies</b> for evaluating the implementation of school reforms and the student results achieved.	3.30	0.57
<b>External technical support and assistance</b> from an entity with expertise in schoolwide reform and improvement.	2.80	0.59

Table 13 shows schools experienced the highest implementation in the CSR components of *measurable goals for student performance* and *professional development*. These outcomes indicate that schools were largely successful with defining objectives for growth in student achievement and providing professional development that is ongoing and aligned to student and staff learning needs. Schools were also relatively effective in *evaluation strategies* and having *effective research-based strategies*. These findings suggest that many schools put processes in place to enable the evaluation of their effectiveness as well as identifying research-based strategies that would guide their improvement.

Components in which schools experienced lower levels of implementation were *parent and community involvement* and *external technical assistance and support*. These findings indicate that schools were not as effective in reaching out and involving parents and members of the community in school activities. This component also emphasizes building parents' skills in decision-making within the school. The finding on the quality of external technical assistance and support suggests that schools experienced varying levels of guidance and support from providers and districts.

Overall, survey respondents indicated a fairly high level of implementation on the key CSR components that most likely have impact on student outcomes.

## 2. To what extent do the schools and districts perceive change in instructional practice and school climate?

The second research question explored the extent to which CSR funded schools and district staff perceived changes in instructional practice and school climate attributed to the CSR program. The school survey items focused on the quality of CSR component implementation and strategies chosen by each school. The district perspective is documented by an item that focuses on the quality of the implementation of the CSR strategies for each school along with two items that directly question the changes in the quality of instruction and school climate. The items were rated according to a four-point Likert scale: Level I is “Non-Functioning”, Level II is “Functioning,” Level III is “Proficient” and Level IV is “Advanced” as presented in Table 14.

**Table 14. Changes in Instructional Practice**

Schools' Perceptions	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
Percentage of staff who are utilizing the CSR-funded reform strategies effectively in their classroom	2.5	27.5	22.5	47.5
Implementation of <b>research-based improvement strategies</b> for improving teaching and learning	0.0	32.5	32.5	35.0
Level of implementation of the CSR funded improvement components	10.0	35.0	20.0	35.0

Districts' Perceptions	Level I-Non-Functioning (%)	Level II-Functioning (%)	Level III-Proficient (%)	Level IV-Advanced (%)
Implementation of research-based improvement strategies for improving teaching and learning	0.0	16.6	50.0	33.3
Perception of the quality of instructional practice in the CSR schools in your district	0.0	0.0	75.0	25.0
Perception of the quality of climate in the CSR schools in your district	0.0	8.3	66.6	25.0

Note: Percentages may not add up to 100 due to missing values.

As the tables show, 70% of the schools believed that the CSR strategies were being effectively implemented in their classrooms and 68% felt that the strategies were being effectively implemented to improve teaching and learning. The district staff largely agreed with the schools, with 84% of the district respondents stating that the CSR strategies were being implemented. Over 90% of the district respondents felt that instructional practice and the school climates had improved with the implementation of CSR. Thus, schools and district appear to agree that significant improvements in instruction and climate have been made in the CSR schools.

### **3. What is the perception of the benefits of the CSR grant from school and district leadership?**

Overall, both schools and districts that implemented CSR saw many benefits from the grant. Most respondents believed that CSR schools are more focused and unified in their improvement efforts. Professional development activities are more collaborative with some school and district staff mentioning that ‘learning communities’ have been established. The result has been more emphasis on how to enhance student work and learning through ‘student-centered’ approaches.

#### **Schools**

Concerning the benefits of the CSR grant, many school respondents commented that professional development activities were improved through the additional resources. Some felt that a “professional learning community” had been created, in which teachers could reflect on their practice. One respondent mentioned that teachers were able to see the benefit of integrated learning. The group decision-making and careful planning required for implementing CSR reforms helped to create a “focused staff and school community.”

The CSR grant also enabled schools to “see what students are actually doing in our classrooms and made some lasting and impacting decisions with regards to our instruction.” One school leader mentioned that the CSR program enabled the school to provide students with a ‘hands on, content-rich curriculum’ in the major content areas. Another respondent mentioned that the CSR grant helped the school to focus on aligning curriculum and instruction to assessment of the core learning goals. Several schools mentioned that the CSR grant helped them to find meaningful ways to integrate technology into the curriculum and teaching. Some schools expressed satisfaction with seeing students learn new content and skills.

#### **District**

Districts also saw many benefits of the CSR grants for schools. According to several district CSR staff, CSR schools are more focused in their improvement efforts and are able to sustain their improvement program beyond one year. CSR schools are more focused on specific reading instruction and strategies for “student-centered learning.” School staff are collaborating and looking at student work. School staff are more unified and supportive of their school improvement plans, whether the focus is climate, parent participation or ‘practical applications for classroom instruction.’ Schools are also more focused on strategies that are supported by research.

The findings tabulated for research questions two (Table 14) and three align with the schools perceived high implementation rate of CSR components that bolster student and staff learning.

The emphasis on professional development, research-based practices and measurable benchmarks was again rated highly by both school and district staff and leadership.

#### 4. What is the impact on student academic achievement?

This fourth research question is most likely the one of greatest interest, yet the most difficult to document. This section will summarize the academic status of each of the five cohorts of CSR schools. As previously mentioned, in 2003 Maryland changed state assessments midway through CSR implementation. Student achievement trend data for three years is, therefore, only available for Cohort I. Cohorts II-V student achievement assessment data can only be examined in one year increments providing less reliable findings.

Additionally, the most academic challenged schools are designated to be eligible for CSR funding. These schools have a demonstrated lower capacity to support student achievement and make noteworthy gains in the three year grant period.

In Cohort I, 15 schools received funding to implement their CSR programs in 1998. The tables below display the comparison between the 1999-2002 MSPAP in Reading and Math for the first-cohort CSR schools and all schools in Maryland. Along with the percentage of students who achieved proficiency in each year, the change in scores from 1999 to 2002 is also provided.

**Table 15. Comparison of Maryland School Performance Assessment Program Cohort I and Maryland Schools Overall 1999-2002 (% of students reaching proficiency)<sup>5</sup>**

3rd Grade-Reading	1999	2000	2001	2002	99-02 change
CSR Cohort I Schools	30.1	34.0	27.1	21.5	-8.6
Maryland Schools	41.2	39.2	36.5	30.7	-10.5
3rd Grade-Math	1999	2000	2001	2002	99-02 change
CSR Cohort I Schools	29.9	31.2	26.4	22.0	-7.9
Maryland Schools	38.9	40.1	37.8	28.7	-10.2

5th Grade-Reading	1999	2000	2001	2002	99-02 change
CSR Cohort I Schools	31.2	31.6	23.5	29.2	-2.0
Maryland Schools	41.4	44.6	44.6	42.2	0.8
5th Grade-Math	1999	2000	2001	2002	99-02 change
CSR Cohort I Schools	33.8	36.6	27.6	25.5	-8.3
Maryland Schools	46.2	46.7	42.6	39.8	-6.4

<sup>5</sup> Among the 15 Cohort I schools, there were 13 elementary schools, one middle school and one high school. The results for the CSR high school were not presented because of the basic skills format of the 9<sup>th</sup> and 11<sup>th</sup> grade Maryland Functional Tests, which did not provide enough variation in scores for analysis.

**Table 15. Comparison of Maryland School Performance Assessment Program Cohort I and Maryland Schools Overall 1999-2002 (% of students reaching proficiency) (cont'd)**

8th Grade-Reading	1999	2000	2001	2002	99-02 change
CSR Cohort I Schools	35.9	60.2	59.1	44.2	8.3
Maryland Schools	25.3	26.8	26.6	23.6	-1.7
8th Grade-Math	1999	2000	2001	2002	99-02 change
CSR Cohort I Schools	56.8	77.2	67.0	51.1	-5.7
Maryland Schools	49.0	50.4	47.0	35.2	-13.8

As Table 15 shows, the state of Maryland experienced overall decreases in the percentage of students who were proficient from 1999 to 2002 in Reading and Math. Only in Grade 5 for Reading did the state **not** experience a decrease, although the gain was less than one percent. While Cohort I CSR schools did not make significant gains in student achievement in all grades over the three-year CSR grant period **the losses were less than those experienced by the state overall in three of the five cases** (3<sup>rd</sup> grade Reading and 3<sup>rd</sup> and 8<sup>th</sup> grade Math). The CSR schools only experienced actual gains in 8<sup>th</sup> grade Reading. The greatest difference in performance occurred at the 8<sup>th</sup> grade level, with the CSR schools outperforming the state by 10 points in reading and 8 points in math.

Next, an analysis of the progress of the CSR Cohort II and III schools was conducted based on one year, in which the gains for the CSR schools were compared to the gains for Maryland schools overall for the 2002-03 and 2003-04 school years. The Cohort II and III schools were combined into one group for analysis because both cohorts began their implementation in the 2001-02 school year. The 2004 assessments results represent the third year of the CSR grant for both cohorts.



**Table 16. Comparison of Maryland School Assessment Scores for Cohort II and III and Maryland Schools Overall 2003-2004 (% of students reaching proficiency)<sup>6</sup>**

3rd Grade-Reading	2003	2004	03-04 change
CSR Cohort II and III Schools	43.7	56.8	13.1
Maryland Schools	58.1	71.0	12.9
3rd Grade-Math	2003	2004	03-04 change
CSR Cohort II and III Schools	47.6	57.1	9.5
Maryland Schools	65.1	72.2	7.1

5th Grade-Reading	2003	2004	03-04 change
CSR Cohort II and III Schools	50.5	56.2	5.7
Maryland Schools	65.7	68.4	2.7
5th Grade-Math	2003	2004	03-04 change
CSR Cohort II and III Schools	42.2	47.9	5.7
Maryland Schools	55	63.1	8.1

8th Grade-Reading	2003	2004	03-04 change
CSR Cohort II and III Schools	25.5	26.1	0.5
Maryland Schools	59.9	63.8	3.9
8th Grade-Math	2003	2004	03-04 change
CSR Cohort II and III Schools	16.3	18.0	1.7
Maryland Schools	39.7	45.8	6.1

Overall, schools throughout the state made significant gains in student achievement from 2003 to 2004. The greatest gains occurred in Grade 3 in Reading and Math. The least gains occurred in Reading for Grades 5 and 8. The uneven nature of the improvements across the grades does not reveal a pattern in student achievement.

In comparing the 2003 and 2004 scores for the Cohort II and III CSR schools with schools throughout the state, some different trends arise. The CSR schools in Cohorts II and III made greater gains than the state in Reading in Grades 3 and 5 and Math in Grade 3. However, the state made greater gains than the CSR schools in Reading in Grade 8 and Math in Grades 5 and 8. Therefore, the results for the Cohort II and III are inconclusive.

<sup>6</sup> Among the 19 Cohort II and III schools, there were 16 elementary schools, one middle school and two high schools. The results for the CSR high school were not presented because of the basic skills format of the 9<sup>th</sup> and 11<sup>th</sup> grade Maryland Functional Tests, which did not provide enough variation in scores for analysis.

Next, an analysis of the progress of the CSR Cohort IV schools was conducted, in which the gains for the CSR Cohort IV schools were compared to the gains for Maryland schools overall for the 2002-03 and 2003-04 school years. The 2004 assessments results represent the second year of the CSR grant for Cohort IV schools.

**Table 17. Comparison of Maryland School Assessment Scores for Cohort IV and Maryland Schools Overall 2003-2004 (% of students reaching proficiency)<sup>7</sup>**

3rd Grade-Reading	2003	2004	03-04 change
CSR Cohort IV Schools	46.4	59.7	13.3
Maryland Schools	58.1	71.0	12.9
3rd Grade-Math	2003	2004	03-04 change
CSR Cohort IV Schools	52.1	63.8	11.7
Maryland Schools	65.1	72.2	7.1

5th Grade-Reading	2003	2004	03-04 change
CSR Cohort IV Schools	49.8	56.9	7.1
Maryland Schools	65.7	68.4	2.7
5th Grade-Math	2003	2004	03-04 change
CSR Cohort IV Schools	37.9	47.6	9.7
Maryland Schools	55.0	63.1	8.1

8th Grade-Reading	2003	2004	03-04 change
CSR Cohort IV Schools	27.8	49.1	21.3
Maryland Schools	59.9	63.8	3.9
8th Grade-Math	2003	2004	03-04 change
CSR Cohort IV Schools	9.7	21.0	11.3
Maryland Schools	39.7	45.8	6.1

Table 17 shows the Cohort IV CSR schools consistently made greater gains than all Maryland schools in both content areas in all three grades. The greatest differences in gains occurred at the 8<sup>th</sup> grade in Reading and Math. This cohort of CSR schools produced the most definitive gains in student achievement among Cohorts II through V.

<sup>7</sup> Among the 20 Cohort IV schools, there were 10 elementary schools, six middle schools and four high schools. The results for the CSR high school were not presented because of the basic skills format of the 9<sup>th</sup> and 11<sup>th</sup> grade Maryland Functional Tests, which did not provide enough variation in scores for analysis.

Next, an analysis of the progress of the CSR Cohort V schools was conducted, in which the gains for the CSR Cohort V schools were compared to the gains for Maryland schools overall for the 2002-03 and 2003-04 school years. The 2004 assessments results represent the first year of the CSR grant for Cohort V.

**Table 18. Comparison of Maryland School Assessment Scores for Cohort V and Maryland Schools Overall 2003-2004 (% of students reaching proficiency)<sup>8</sup>**

3rd Grade-Reading	2003	2004	03-04 change
CSR Cohort V Schools	48.7	52.9	4.2
Maryland Schools	58.1	71.0	12.9
3rd Grade-Math	2003	2004	03-04 change
CSR Cohort V Schools	60.0	59.6	-0.4
Maryland Schools	65.1	72.2	7.1

5th Grade-Reading	2003	2004	03-04 change
CSR Cohort V Schools	50.5	49.9	-0.6
Maryland Schools	65.7	68.4	2.7
5th Grade-Math	2003	2004	03-04 change
CSR Cohort V Schools	42.8	46.3	3.5
Maryland Schools	55.0	63.1	8.1

\*P=.05 is statistically significant (Cohort V did not serve 8<sup>th</sup> grade students.)

Cohort V, which consists of seven elementary schools, was outgained by the state in student achievement in Grades 3 and 5 in both content areas. Whereas the state overall experienced gains in student achievement in every area, the Cohort V CSR schools only experienced one-year gains in Grade 3 Reading and Grade 5 Math.

Since these schools are in the first year of their CSR grant, full implementation has not been achieved. These first year results are therefore not too disconcerting.

The CSR schools in their second and third years of CSR implementation, experienced more positive results with gains in student achievement. This finding suggests that the Cohort V schools may have more success after they have had more experience with implementing their CSR models.

<sup>8</sup> Among the seven Cohort V schools, there were seven elementary schools. Therefore there were no 8<sup>th</sup> Grade scores in Reading and Math.

### 5. Does impact on student academic achievement correlate to years of program implementation?

A number of studies of CSR have found differences in the gains in student achievement based upon the year of implementation of the CSR program. The previous analysis of the student achievement gains by the most recent cohorts of CSR schools found differences in gains by cohort. Table 19 compares the gains in student achievement for each of the Cohorts that received CSR funding during the 2003-04 school year. (Cohort I is not included as a different state assessment was in place during their implementation years.)

**Table 19. Comparison of Maryland School Assessment Scores for Cohorts II-V and Maryland Schools Overall 2003-2004 (% of students reaching proficiency)<sup>9</sup>**

3rd Grade-Reading	2003	2004	03-04 change
CSR Cohort V Schools (Year One)	48.7	52.9	4.2
CSR Cohort IV Schools (Year Two)	46.4	59.7	13.3
CSR Cohort II and III Schools (Year Three)	43.7	56.8	13.1
Maryland Schools	58.1	71	12.9
3rd Grade-Math	2003	2004	03-04 change
CSR Cohort V Schools (Year One)	60.0	59.6	-0.4
CSR Cohort IV Schools (Year Two)	52.1	63.8	11.7
CSR Cohort II and III Schools (Year Three)	47.6	57.1	9.5
Maryland Schools	65.1	72.2	7.1

5th Grade-Reading	2003	2004	03-04 change
CSR Cohort V Schools (Year One)	50.5	49.9	-0.6
CSR Cohort IV Schools (Year Two)	49.8	56.9	7.1
CSR Cohort II and III Schools (Year Three)	50.5	56.2	5.7
Maryland Schools	65.7	68.4	2.7
5th Grade-Math	2003	2004	03-04 change
CSR Cohort V Schools (Year One)	42.8	46.3	3.5
CSR Cohort IV Schools (Year Two)	37.9	47.6	9.7
CSR Cohort II and III Schools (Year Three)	42.2	47.9	5.7
Maryland Schools	55	63.1	8.1

<sup>9</sup> Among the seven Cohort V schools, there were seven elementary schools. Therefore there were no 8<sup>th</sup> Grade scores in Reading and Math.

**Table 19. Comparison of Maryland School Assessment Scores for Cohorts II-V and Maryland Schools Overall 2003-2004 (% of students reaching proficiency)**

(cont'd)

8th Grade-Reading	2003	2004	03-04 change
CSR Cohort V Schools (Year One)	NA	NA	NA
CSR Cohort IV Schools (Year Two)	27.8	49.1	21.3
CSR Cohort II and III Schools (Year Three)	25.5	26.1	0.5
Maryland Schools	59.9	63.8	3.9
8th Grade-Math	2003	2004	03-04 change
CSR Cohort V Schools (Year One)	NA	NA	NA
CSR Cohort IV Schools (Year Two)	9.7	21.0	11.3
CSR Cohort II and III Schools (Year Three)	16.3	18.0	1.7
Maryland Schools	39.7	45.8	6.1

As the results show in Table 19, Cohort IV, which was implementing its second year of CSR in 2003-04, experienced the greatest gains in student achievement. Each grade and content area had gains of at least seven percentage points with Grades 3 and 8 making more than 10 percentage point gains. However, Cohort I, which completed its three-year CSR grant in 2002, did not experience the same gains in student achievement during its second year. Therefore, there does not appear to be a relationship between student achievement and the year of implementation.

## Section IV: Summary of Findings/Recommendations

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### Summary of Results

Based upon the results of the analysis of the proficiency tests and surveys, several observations emerge:

1. Among the individual indicators of CSR implementation, the schools in the study performed well in the areas of staff awareness of the CSR strategies, professional development aligned to improvement goals, measurable goals and benchmarks, coordination of resources, and collecting and analyzing data for evaluation. The areas in which the CSR schools were not as effective were the overall level of implementation of the CSR strategies, parent and community involvement and sustaining the reforms beyond the CSR funding.
2. Concerning the level of support being provided by the districts, the schools valued the support on *creating measurable goals and benchmarks* and *identifying research-based strategies for improvement*. Areas for improvement for assistance from the districts were *parent and community involvement* and *evaluation strategies*.
3. Regarding the level of support from the model developers, the areas of strength were the identification of *research-based strategies* and *comprehensive designs*. The greatest area for improvement was also identification of *research-based strategies*, which suggests variation in the support being provided by the model developers.
4. Overall, the CSR components indicated as implementation areas of strength for schools were *measurable goals and benchmarks* and *professional development*. *Evaluation strategies* and *identification of research-based strategies* were also areas in which CSR schools had high levels of implementation. Areas of improvement for implementation were *parent and community involvement* and *external technical assistance and support*.
5. About 70% of schools felt they had seen improvements in instructional practice and school climate, while over 80% of districts perceived improvements.
6. Some of the benefits of the CSR programs from the schools' perspective included: creation of professional learning communities, student-centered approaches to learning and the integration of different content areas and technology into instruction. The districts saw benefits from the focus on research-based strategies and the sustaining of improvement efforts over multiple years.
7. Overall, CSR schools performed best at the 3<sup>rd</sup> Grade level, matching or outperforming other schools throughout the state during different periods since 1998. In Grades 5 and 8, the findings are inconclusive with the state sometimes outperforming the CSR schools at different points in time.
8. Among the CSR Cohorts I-V, Cohort IV was the strongest, making greater gains than the state schools overall in both content areas across each grade. Cohorts I, II, III, and IV provided mixed results, outperforming the state schools in one grade or content area

while being outperformed in others. Cohort V in year one of implementation was outperformed by the state in both content areas across grades.

### **Recommendations**

CSR schools appear to need assistance with involving parents and the community in the CSR reforms. These stakeholders often play a key role in sustaining systemic reforms. This finding could serve as a topic of technical assistance from the state and the districts. Another need among the CSR schools was the planning for sustaining the CSR reforms after the funding period. Responding to this need may require assistance in seeking additional funding and effectively utilizing existing funds.

Student achievement findings raises the question of why Cohort IV made such great strides. One option is to identify the schools that made these gains (as well as schools in the other cohorts that made gains) and follow-up with a case study of the successful schools. The schools that struggled could also be included to provide a comprehensive view of school improvement. The lessons learned from such as study could provide valuable information for supporting school improvement in Maryland in the future. Another interesting study would be to compare the achievement gains and the CSR models implemented in Cohort IV schools with the first three cohorts to determine if the revised application provided possible explanations for their increased performance.

## Appendix A: School reform models implemented by Maryland CSR-Awarded Schools 1998-2001

Among Maryland's 61 CSR-awarded schools from 1998-2004, 16 different school reform models were utilized. The numbers and percentages of schools utilizing each model are presented by cohort below.

CSR model

COHORT		Frequency	Percent	Valid Percent
1	Direct Instruction	4	26.7	26.7
	Success for All	2	13.3	13.3
	Modern Red Schoolhouse	1	6.7	6.7
	Co-Nect	3	20.0	20.0
	Lightspan	2	13.3	13.3
	Expeditionary Learning	1	6.7	6.7
	Project Success	1	6.7	6.7
	New American Schools	1	6.7	6.7
	Total	15	100.0	100.0
2	Success for All	3	33.3	33.3
	Co-Nect	1	11.1	11.1
	Core Knowledge	4	44.4	44.4
	Coalition of Essential Schools	1	11.1	11.1
	Total	9	100.0	100.0
3	Success for All	1	10.0	10.0
	Co-Nect	2	20.0	20.0
	Lightspan	1	10.0	10.0
	Expeditionary Learning	2	20.0	20.0
	Core Knowledge	1	10.0	10.0
	High Schools That Work	1	10.0	10.0
	Achievement First	1	10.0	10.0
	Vestures in Initiative	1	10.0	10.0
	Total	10	100.0	100.0
4	Direct Instruction	2	10.0	10.5
	Core Knowledge	4	20.0	21.1
	Coalition of Essential Schools	5	25.0	26.3
	Achievement First	4	20.0	21.1
	Making Middle Grades Work	1	5.0	5.3
	Vestures in Initiative	1	5.0	5.3
	Talent Development	1	5.0	5.3
	Quest	1	5.0	5.3
	Sub-Total	19	95.0	100.0
	Model not Identified	1	5.0	
	Total	20	100.0	
5	Core Knowledge	1	14.3	16.7
	Coalition of Essential Schools	3	42.9	50.0
	Achievement First	2	28.6	33.3
	Sub-Total	6	85.7	100.0
	Model not Identified	1	14.3	
	Total	7	100.0	



**Appendix B: Distribution of CSR Reform Models 1999-2004 by Frequency of Selection**

		Frequency	Percent	Valid Percent
Valid	Direct Instruction	6	9.8	10.2
	Success for All	6	9.8	10.2
	Modern Red Schoolhouse	1	1.6	1.7
	Co-Nect	6	9.8	10.2
	Lightspan	3	4.9	5.1
	Expeditionary Learning	3	4.9	5.1
	Core Knowledge	10	16.4	16.9
	Coalition of Essential Schools	9	14.8	15.3
	High Schools That Work	1	1.6	1.7
	Project Success	1	1.6	1.7
	Achievement First	7	11.5	11.9
	Making Middle Grades Work	1	1.6	1.7
	Vestures in Initiative	2	3.3	3.4
	Talent Development	1	1.6	1.7
	Quest	1	1.6	1.7
	New American Schools	1	1.6	1.7
	Sub-Total	59	96.7	100.0
	Model not Identified	2	3.3	
Total		61	100.0	

**Appendix C: Copy of Revised CSR Reporting Format**

**Comprehensive School Reform (CSR)  
Reporting Format  
and  
Supporting Documents**



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The success of the Comprehensive School Reform Program in Maryland is due to the dedication of those who have worked to adopt and implement reform efforts in their schools. Informal conversations with staff at the local system and school levels provided information considered in the creation of this document.

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## Introduction

The Comprehensive School Reform Program (CSR) provides financial incentives for schools to develop comprehensive school reforms, based upon scientifically based research and effective practices that include an emphasis on basic academics and parental involvement so that all children can meet challenging State academic content and achievement standards. Presently, 39 schools from 15 different local school systems (LSSs) receive CSR funding that benefits an estimated 24,500 children across Maryland. This document was prepared to facilitate the CSR process as required by the CSR Request for Proposal (RFP) referenced in Maryland's Consolidated Plan.

The objectives of the CSR Reporting Format are to assist in the administration of the program and to provide a vehicle to disseminate feedback to LSSs and schools at critical stages of implementation. The CSR Reporting Format provides a consistent structure that supports the Start-Up Report, the End-of-Year Report, the Self Study, and the Site Visit Report.

Section 1601, Part F of the No Child Left Behind Act of 2001 allows schools to implement a CSR program that includes eleven components (see pp. 9-13). These components are organized under four criteria (see pp. 9-10) providing the basis for funding and evaluating comprehensive school reform efforts. The CSR Reporting Format (see pp. 5-6) requires schools to provide specific responses to three of the four criteria referenced in the CSR RFP: (1) Student Learning and Achievement, (2) Students' Opportunities to Learn, and (3) Activities that Support the Changes in Practice and Can Be Sustained. Schools complete and submit this portion of the report at appropriate times or use the format to prepare for site visits. Reviewers complete Criterion 4: Comprehensiveness of Design and reach consensus on commendations and recommendations that will be forwarded to each reporting school and local school system.

Four charts are presented. CSR Reporting Format is to be used as the format for assessing progress toward goals at critical stages of implementation. The school completes the first three criteria, and the reviewers complete the section ***Criterion IV: Comprehensiveness of Design***. Guidelines for School Responses to the CSR Criteria for Self Assessment and Improvement is to be used as a resource guide for local school systems and schools. Alignment of CSR Criteria and the Components of NCLB is to be used with local school systems and schools to illustrate the alignment of the CSR Criteria and the NCLB Components.

***If you have further questions, please contact:***

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**CSR REPORTING FORMAT\***

\*Schools will use the following format for the Start-Up Report and End-of-Year Report. The End-of-Year Report will provide the basis for the Site Visit Report. Schools will complete the chart, updating Column B as appropriate.

School: \_\_\_\_\_

Report: \_\_\_\_\_

Date: \_\_\_\_\_

School Staff

Reporters: \_\_\_\_\_

<b>Criterion I: Student Learning and Achievement</b> What knowledge and skills are students actually able to demonstrate on assessments designed to measure student progress toward achieving state standards?	<b>Current Performance</b> Date _____ <i>(Include sources of evidence that support current performance.)</i>	<b>Desired Performance</b> <i>(Statement of desired performance with projected dates.)</i>	<b>Rate your progress toward desired performance. Provide explanations for ratings of 3 or below.</b> <b>Rating Categories:</b> <ul style="list-style-type: none"> <li>5: Progressing ahead of schedule</li> <li>4: Fully progressing and on-schedule as planned.</li> <li>3: Fully progressing but not on schedule.</li> <li>2: Limited progress toward desired performance.</li> <li>1: No progress toward desired performance.</li> </ul>
Changes in Student Performance			
<b>Criterion II: Students' Opportunities to Learn</b> What are the learning activities in which students are actually engaged and the instructional support that they actually receive?	<b>Current Practice</b> Date _____ <i>(Include sources of evidence that support current performance.)</i>	<b>Desired Practice</b> <i>(Statement of desired performance with projected dates.)</i>	<b>Rate your progress toward desired performance. Provide explanations for ratings of 3 or below.</b> <b>Rating Categories:</b> <ul style="list-style-type: none"> <li>5: Progressing ahead of schedule</li> <li>4: Fully progressing and on-schedule as planned.</li> <li>3: Fully progressing but not on schedule.</li> <li>2: Limited progress toward desired performance.</li> <li>1: No progress toward desired performance.</li> </ul>
Changes in Learning Activities			
Changes in Instructional Practices			
Changes in Assessments (e.g., instruments administration, data collection, and use of data)			

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<p><i>Criterion III: Activities that Support the Changes in Practice and Can Be Sustained</i> What improvement strategies are actually implemented by the local school system and its partners (i.e., program developers/design teams/vendors of instructional programs, materials, and software)?</p>	<p><b>Current Practice</b> Date _____ <i>(Include sources of evidence that support current performance.)</i></p>	<p><b>Desired Practice</b>  <i>(Statement of desired performance with projected dates.)</i></p>	<p><b>Rate your progress toward desired performance.</b> <b>Provide explanations for ratings of 3 or below.</b> <i>Rating Categories:</i></p> <ul style="list-style-type: none"> <li>• 5: Progressing ahead of schedule</li> <li>• 4: Fully progressing and on-schedule as planned.</li> <li>• 3: Fully progressing but not on schedule.</li> <li>• 2: Limited progress toward desired performance.</li> <li>• 1: No progress toward desired performance.</li> </ul>
<i>Changes to the Support Systems for Students</i>			
<i>Changes to the Support Systems for Adults</i>			
<i>Changes in Homes and Community</i>			
Changes in Management Plan and Management of the Improvement Activities			

**To be completed by reviewers.**

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**Local School**

**System:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Names and titles of reviewers:** \_\_\_\_\_

Criterion IV: Comprehensiveness of Design Discuss the comprehensiveness of the design.	Rate accomplishment. Provide recommendations for ratings of 3 or below. <i>High = 5 4 3 2 1=Low</i>	Evidence Provided Date of Review: _____ <i>(Include sources of evidence.)</i>	Reviewers' Recommendations
To what extent does the evaluation show that the components of CSR are being implemented as intended?			
To what extent does the evaluation show that the CSR program is having its intended effects on quality of practice (i.e., Criteria 2) and evidence that student learning is being affected (i.e., Criteria 1)?			

**Reviewers' Commendations:**

Reviewers' Recommendations

## **Appendix D: School Leadership Survey**

### **Comprehensive School Reform Implementation Fall 2004 School Leadership Survey**

To the principal and leadership team of (name of school):

The Maryland State Department of Education (MSDE) is conducting an evaluation of the Comprehensive School Reform (CSR) program. This evaluation will serve multiple purposes for MSDE. First the evaluation will comply with the United States Department of Education requirement for annual evaluations of CSR programs. Second, the evaluation will help MSDE monitor gains in student achievement with a focus on schools that are not making progress. Third, the evaluation will help to identify successful interventions within CSR which could inform the state's work with schools identified for improvement under the *No Child Left Behind Act*. Finally, the evaluation will provide guidance for MSDE and former CSR schools in planning and sustaining school improvement.

The survey will focus on your school's experiences in implementing improvement strategies through the CSR schoolwide model. We are interested in the last year of implementation of CSR in your school. If you are currently implementing CSR, the 2003-04 school year is our focus. If you no longer receive CSR funds, we are referring to the last year your school received CSR funds. The survey should take about 20-30 minutes and should be completed by the principal and the members of the school leadership or improvement team. The completed questionnaires should be returned to RMC using the return envelopes in your packet.

Your participation in this study is vital to supporting school improvement in Maryland. Your responses will remain anonymous and confidential: you will not be identified with your school or district and your comments will not be linked to you or your school. Thank you in advance for your time and feedback.

If you have any questions or comments about the study, feel free to contact me or Ryan Tyler at 888-762-4200.

Sincerely,  
Wendy Russell



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1. What Comprehensive School Reform model(s) are either currently being implemented or were implemented at your school?

Model 1	Model 2	Model 3

2. During the administration of the CSR grant, did the school experience any of the following events

Changing of principals?	Yes ____ No ____
Changes in the composition of your school improvement team?	Yes ____ No ____
Changes in the district personnel overseeing the grant?	Yes ____ No ____
Changes in the school's finances (budget cuts, loss of other grants, etc.)?	Yes ____ No ____
Challenges among school staff?	Yes ____ No ____
Challenges with the local community?	Yes ____ No ____
Other (please specify): _____	
Other (please specify): _____	

3. What is/was your role on the leadership or school improvement team?

- \_\_\_\_ Principal
- \_\_\_\_ Assistant Principal
- \_\_\_\_ Teacher/Lead Teacher
- \_\_\_\_ Parent
- \_\_\_\_ Community member
- \_\_\_\_ Other (please specify): \_\_\_\_\_

Complete each of the following questions about your school's practice in the components of CSR.  
Remember to choose only **ONE** response for each question.

### Component 1: Effective Research-based Methods and Strategies

Characteristic	Response
What percentage of the staff would you say are aware of the school improvement strategies?	<input type="checkbox"/> Few (0-25%) <input type="checkbox"/> Some (26-50%) <input type="checkbox"/> Most (51-75%) <input type="checkbox"/> Almost all (76% or more)
What percentage of the staff would you say have received sufficient training and preparation for utilizing the school improvement strategies?	<input type="checkbox"/> Few (0-25%) <input type="checkbox"/> Some (26-50%) <input type="checkbox"/> Most (51-75%) <input type="checkbox"/> Almost all (76% or more)
What percentage of staff would you say are utilizing the strategies effectively in their classroom?	<input type="checkbox"/> Few (0-25%) <input type="checkbox"/> Some (26-50%) <input type="checkbox"/> Most (51-75%) <input type="checkbox"/> Almost all (76% or more)

Identify the description that most closely matches the use of **research-based** strategies in your school.

- ☐ The school **has not yet** developed a plan to implement effective methods and strategies for improving teaching and learning.
- ☐ The school **has** developed a plan to implement effective methods and strategies for improving teaching and learning.
- ☐ The school **has** developed a plan to implement effective methods and strategies for improving teaching and learning **based upon** selected research studies.
- ☐ The school reviews its plan periodically based on research findings and experience with implementation.

Identify the description that most closely matches the level of **implementation** of research-based strategies in your school.

- ☐ School staff are **not** implementing the improvement strategies as intended.
- ☐ School staff are implementing **the basic aspects** of the improvement strategies.
- ☐ School staff are **effectively** implementing the improvement strategies **as intended**
- ☐ School staff are effectively implementing the improvement strategies **and** adding innovative practices to support the strategies.

### Component 2: Comprehensive Design with Aligned Components

Identify the description that most closely matches the **comprehensiveness** of your school improvement design.

- ☐ The school has an improvement plan that includes details on some of the CSR components.
- ☐ The school has a comprehensive improvement plan that includes elements of: instruction, curriculum, parent involvement, staff development, technology, classroom management & governance.

- ☐ The school has a well-aligned and comprehensive plan that integrates all of the CSR components.
- ☐ The school has a **well-aligned and comprehensive** plan, **including** mechanisms for revision and redirection.

Identify the description that most closely matches the **level of implementation** of the **components** in your school improvement design.

- ☐ **Most** of the elements are not being implemented.
- ☐ **Many** of the elements in the plan are being implemented; some have been revised and strengthened.
- ☐ The school is in **full implementation** of most of the elements of the plan.
- ☐ The school is in full implementation of all of the elements of the plan; some of the elements have been **improved** and better aligned.

### Component 3: Professional Development

Identify the description that most closely matches your school's **focus/goals** of professional development.

- ☐ Professional development opportunities **do not** appear to be related to district or state goals.
- ☐ Professional development opportunities are related to district or state goals.
- ☐ Professional development opportunities are **specifically** related to school improvement goals.
- ☐ Professional development is related to comprehensive school reform goals and is connected directly to improved classroom instruction.

Identify the description that most closely matches your staff's **input** into professional development.

- ☐ The school has a general plan for professional development-staff needs **are not** specifically addressed.
- ☐ Staff members have input into professional development opportunities.
- ☐ Professional development opportunities are focused on the needs of staff members to implement reform strategies.
- ☐ Continuous and self-monitored professional development efforts are evident.

Identify the description that most closely matches the **structure/format** of professional development.

- ☐ Professional development activities provide general information on effective practices.
- ☐ Professional development opportunities provide time for practice, and reflection on new strategies. Staff members use the ideas presented in professional development sessions to inform classroom practice.
- ☐ Professional development is on going and builds upon previous sessions. Staff members receive feedback on their use of classroom and other reform strategies.
- ☐ Some teachers are trained as trainers to build capacity and to sustain the reform effort. School has built-in, on-site professional development opportunities available for all faculty.

### Component 4: Measurable Goals and Benchmarks

Identify the description that most closely matches the school's **goals and benchmarks**.

- ☐ The school has written goals and benchmarks.
- ☐ The school is collecting data on goals and benchmarks.

- ☐ The school is consistently **collecting data** on the goals and benchmarks to shape and redirect improvement efforts.
- ☐ The results of the analysis of **data are being used** to shape and re-direct improvement efforts.

Identify the description that most closely matches your staff's **awareness** of the school's goals and benchmarks

- ☐ **Few** of the teachers (0-25%) are aware of benchmarks and goals
- ☐ **Some** staff members (26-50%) can identify general goals and benchmarks
- ☐ **Most** school staff (51-75%) members can articulate or explain the improvement goals and benchmarks
- ☐ **Almost all** staff members (76% or more) can articulate or explain the improvement goals and benchmarks

### Component 5: Enactment of Support within the School

Identify the description that most closely matches your staff's awareness and commitment to their **roles in the reform**

- ☐ **Few** staff members (0-25%) have knowledge of the reform initiative and are aware of their roles and responsibilities
- ☐ **Some** staff members (26-50%) have knowledge of the reform initiative and are aware of their roles and responsibilities
- ☐ **Most** staff members (51-75%) accept their roles and responsibilities and have begun to implement the reform initiative in the learning environment
- ☐ Staff members fully carry out their roles and responsibilities in the reform initiative

Identify the description that most closely matches your staff's commitment to **school improvement**

- ☐ **Few** staff members (less than 50%) are committed to implementing the comprehensive school reform plan
- ☐ **Most** staff members (51% or more) are committed to implementing the comprehensive school reform plan
- ☐ Staff members from different programs are working together to support comprehensive school reform
- ☐ Staff members work collectively to resolve implementation issues. Staff share a common language of school reform

## Component 6: Parent and Community Involvement

Identify the description that most closely matches your school's **planning** for parent and community involvement

- ☐ The school **does not** have a parental and community involvement plan that is part of the overall school reform plan
- ☐ The school **has** a parental and community involvement plan that is part of the overall school reform plan
- ☐ The school has developed and begun to implement parent and community involvement activities from the plan
- ☐ The school has established structures (e.g., school-business partnerships, advisory councils) for sustaining the ongoing involvement of parents and the community

Identify the description that most closely matches the **roles parents and community members** play in the reform efforts

- ☐ Parents and community members play **some** roles in the reform effort, but broad participation is not evident
- ☐ Many parents and community members play an active role that contributes to student learning
- ☐ Parents and/or community members play a **variety** of roles in the school reform effort (e.g., volunteer, decision-making)—but especially in supporting student learning plan
- ☐ The school **provides training** to parents and community members to play a variety of roles in the reform effort

Identify the description that most closely matches the **level of parental involvement** in your school

- ☐ Parental and community participation includes a **small core body of parents** (less than 10%).
- ☐ **Some** parents (10-25%) are involved in the school reform effort in some capacity, including support student learning at home
- ☐ **Many** parents (26-50%) are involved in the school reform effort in some capacity, including support student learning at home
- ☐ **Most** parents (more than 50%) are involved in the school reform effort in some capacity, including support student learning at home

## Component 7: External Support

Rate the quality of technical assistance you received from the **model developer** during the implementation of the your CSR plan.

- ☐ The model developer **did not provide** adequate technical assistance to support implementation. Materials, training, and other support were minimal.
- ☐ The model developer provided **some** technical assistance to support implementation. More materials and training were needed.
- ☐ The model developer provided **sufficient** technical assistance to support implementation.
- ☐ The model developer provided **outstanding** technical assistance that supported the highest level of implementation.

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Please check one area where the model developer did well and one area that could be improved.

Component	Strength	Area for Improvement
Research-Base and Effectiveness of Program		
Comprehensive Design with Aligned Components		
Professional Development		
Measurable Goals and Benchmarks		
Support within the School		
Parental Involvement and Community Engagement		
Evaluation Strategies		
Coordination of Resources		

Rate the quality of technical assistance you received from the **district** during the implementation of the your CSR plan.

- \_\_\_ The district **did not provide** adequate technical assistance to support implementation. Materials, training, and other support were minimal.
- \_\_\_ The district provided **some** technical assistance to support implementation. More materials and training were needed.
- \_\_\_ The district provided **sufficient** technical assistance to support implementation..
- \_\_\_ The district provided **outstanding** technical assistance that supported the highest level of implementation.

Please check one area where the district did well and one area that could be improved.

Component	Strength	Area for Improvement
Research-Base and Effectiveness of Program		
Comprehensive Design with Aligned Components		
Professional Development		
Measurable Goals and Benchmarks		
Support within the School		
Parental Involvement and Community Engagement		
Evaluation Strategies		
Coordination of Resources		

### Component 8: Evaluation Strategies

**Identify the description that most closely matches your school's practice** for analyzing data and **revising** the reforms.

- \_\_\_ The school **does not** have method for collecting and analyzing data on the implementation of the CSR plan.
- \_\_\_ The school **is developing** a method for collecting and analyzing data on the implementation of the CSR plan.
- \_\_\_ The school **is collecting and analyzing** data on the implementation of the CSR plan..
- \_\_\_ The school is making **ongoing changes** to the implementation of the CSR plan based on review of data.

Identify the description that most closely matches your school's practice for **communicating the results** of the reforms.

- ☐ The school **does not** have a method for communicating evaluation results to staff and the community.
- ☐ The school is **developing** a method for communicating evaluation results to all staff and the school community
- ☐ The school **has** identified a method (presentation, report) for communicating evaluation results to all staff and the school community
- ☐ The school **has** identified a method (presentation, report) for communicating evaluation results to all staff and the school community with opportunities for feedback.

### Component 9: Coordination of Resources

Identify the description that most closely matches your school's **coordination** of resources for reform

- ☐ The school has a plan to coordinate human and financial resources (local, state, federal, and private) to implement their comprehensive school reform plan
- ☐ The school has combined and coordinated **some** of the human and financial resources identified in their plan to implement comprehensive school reform
- ☐ The school has combined and coordinated **all** of the human and financial resources identified in their plan to implement comprehensive school reform
- ☐ The school has included **other** available resources at the school (not identified in their plan) to implement comprehensive school reform

Identify the description that most closely matches your school's process for **sustaining** the reforms.

- ☐ The school has **not yet** begun to identify other available resources at the school (but not identified in the plan) to support comprehensive school reform
- ☐ The school has **begun to identify** other available resources at the school (but not identified in the plan) to support comprehensive school reform
- ☐ The school has **begun to seek** other resources (e.g., grants) to support or expand the comprehensive school reform implementation
- ☐ The school **has obtained** funds from multiple new sources and is using them in strategic ways to accomplish comprehensive school reform goals. The school has also established mechanisms for ongoing resource development

### Additional Comments

1. **What recommendations would you make for improving the support provided to CSR schools by districts, model providers and the State Department of Education?**
2. **What did you learn about your experience with CSR from completing this survey?**
3. **Are all of your student subgroups (ethnic, limited English proficient, Special Education, low income) being equally served by your CSR model?**

**Thank you for your participation.**

## Appendix E: District Survey

### Comprehensive School Reform Implementation Fall 2004 District Survey

To the Director of Comprehensive School Reform (CSR) of (name of district):

The Maryland State Department of Education (MSDE) is conducting an evaluation of the Comprehensive School Reform (CSR) program. This evaluation will serve multiple purposes for MSDE. First the evaluation will comply with the United States Department of Education requirement for annual evaluations of CSR programs. Second, the evaluation will help MSDE monitor gains in student achievement with a focus on schools that are not making progress. Third, the evaluation will help to identify successful interventions within CSR which could inform the state's work with schools identified for improvement under the No Child Left Behind Act. Finally, the evaluation will provide guidance for MSDE and former CSR schools in planning and sustaining school improvement.

The survey will focus on your office's efforts in supporting CSR schools in your district. The survey should take about 20-30 minutes and should be completed by any staff who have been involved in the oversight and support of CSR schools in your district since 1998. The questionnaire refers to the *typical* CSR school in your district. If your district has had more than one CSR school, provide the response that is *most representative* of your CSR schools. If your district has only one CSR school, provide the response that is accurate for *that school*.

Your participation in this study is vital to supporting school improvement in Maryland. Your responses will remain anonymous and confidential: you will not be identified with your schools or district and your comments will not be linked to you. Thank you in advance for your time and feedback.

If you have any questions or comments about the study, feel free to contact Wendy Russell or Ryan Tyler at 888-762-4200.



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1) District Name: \_\_\_\_\_

2) How many years have/had you been with the district?

- \_\_\_ 1-2 years  
\_\_\_ 3-5 years  
\_\_\_ 6-10 years  
\_\_\_ 11 years or more

3) Please indicate your years of experience in each of the following roles:

- \_\_\_ Principal  
\_\_\_ Assistant Principal  
\_\_\_ Teacher/Lead Teacher  
\_\_\_ Parent  
\_\_\_ Community member  
\_\_\_ Other (please specify): \_\_\_\_\_

4) Please list each of the CSR models that have been or are currently being implemented in your district:


5) Approximately how many days do you typically spend providing support to the CSR schools each school year? If there are other district staff providing support, how many days will they typically spend providing support?

6) What are the general types of support you provide to schools (e.g. proposal writing, data analysis, professional development, etc.)?

### Component 1: Effective Research-based Methods and Strategies

Characteristic	Response
What percentage of the staff in the CSR schools would you say are aware of the school improvement strategies?	<input type="checkbox"/> Few (0-25%) <input type="checkbox"/> Some (26-50%) <input type="checkbox"/> Most (51-75%) <input type="checkbox"/> Almost all (76% or more)
What percentage of the staff in the CSR schools would you say have received sufficient training and preparation for utilizing the school improvement strategies?	<input type="checkbox"/> Few (0-25%) <input type="checkbox"/> Some (26-50%) <input type="checkbox"/> Most (51-75%) <input type="checkbox"/> Almost all (76% or more)
What percentage of staff in the CSR schools would you say are utilizing the strategies effectively in their classroom?	<input type="checkbox"/> Few (0-25%) <input type="checkbox"/> Some (26-50%) <input type="checkbox"/> Most (51-75%) <input type="checkbox"/> Almost all (76% or more)

Identify the description that most closely matches the use of **research-based** strategies in the *typical* CSR school in your district.

- ☐ The school **has not yet** developed a plan to implement effective methods and strategies for improving teaching and learning.
- ☐ The school **has** developed a plan to implement effective methods and strategies for improving teaching and learning.
- ☐ The school **has** developed a plan to implement effective methods and strategies for improving teaching and learning **based upon** selected research studies.
- ☐ The school reviews its plan periodically based on research findings and experience with implementation.

Identify the description that most closely matches the level of **implementation** of research-based strategies in the *typical* CSR school in your district.

- ☐ School staff are **not** implementing the improvement strategies as intended.
- ☐ School staff are implementing **the basic aspects** of the improvement strategies.
- ☐ School staff are **effectively** implementing the improvement strategies **as intended**
- ☐ School staff are effectively implementing the improvement strategies **and** adding innovative practices to support the strategies.

### Component 2: Comprehensive Design with Aligned Components

Identify the description that most closely matches the **comprehensiveness** in the *typical* CSR school in your district.

- ☐ The school has an improvement plan that includes details on some of the CSR components.
- ☐ The school has a comprehensive improvement plan that includes elements of: instruction, curriculum, parent involvement, staff development, technology, classroom management & governance.
- ☐ The school has a well-aligned and comprehensive plan that integrates all of the CSR components.

\_\_\_ The school has a **well-aligned and comprehensive** plan, **including** mechanisms for revision and redirection.

Identify the description that most closely matches the **level of implementation** of the **components** in the *typical* CSR school in your district.

\_\_\_ **Most** of the elements are not being implemented.

\_\_\_ **Many** of the elements in the plan are being implemented; some have been revised and strengthened.

\_\_\_ The school is in **full implementation** of most of the elements of the plan.

\_\_\_ The school is in full implementation of all of the elements of the plan; some of the elements have been **improved** and better aligned.

### Component 3: Professional Development

Identify the description that most closely matches the **focus/goals** of professional development in the *typical* CSR school in your district.

\_\_\_ Professional development opportunities **do not** appear to be related to district or state goals.

\_\_\_ Professional development opportunities are related to district or state goals.

\_\_\_ Professional development opportunities are **specifically** related to school improvement goals.

\_\_\_ Professional development is related to comprehensive school reform goals and is connected directly to improved classroom instruction.

Identify the description that most closely matches the staff's **input** into professional development in the *typical* CSR school in your district.

\_\_\_ The school has a general plan for professional development-staff needs **are not** specifically addressed.

\_\_\_ Staff members have input into professional development opportunities.

\_\_\_ Professional development opportunities are focused on the needs of staff members to implement reform strategies.

\_\_\_ Continuous and self-monitored professional development efforts are evident.

Identify the description that most closely matches the **structure/format** of professional development in the *typical* CSR school in your district.

\_\_\_ Professional development activities provide general information on effective practices.

\_\_\_ Professional development opportunities provide time for practice, and reflection on new strategies. Staff members use the ideas presented in professional development sessions to inform classroom practice.

\_\_\_ Professional development is on going and builds upon previous sessions. Staff members receive feedback on their use of classroom and other reform strategies.

\_\_\_ Some teachers are trained as trainers to build capacity and to sustain the reform effort. School has built-in, on-site professional development opportunities available for all faculty.

#### Component 4: Measurable Goals and Benchmarks

Identify the description that most closely matches the **goals and benchmarks** in the *typical* CSR school in your district.

- ☐ The school has written goals and benchmarks.
- ☐ The school is collecting data on goals and benchmarks.
- ☐ The school is consistently collecting data on the goals and benchmarks to shape and redirect improvement efforts.
- ☐ The results of the analysis of data are being used to shape and re-direct improvement efforts.

Identify the description that most closely matches staff's **awareness** of the school's goals and benchmarks in the *typical* CSR school in your district.

- ☐ **Few** of the teachers (0-25%) are aware of benchmarks and goals
- ☐ **Some** staff members (26-50%) can identify general goals and benchmarks
- ☐ **Most** school staff (51-75%) members can articulate or explain the improvement goals and benchmarks
- ☐ **Almost all** staff members (76% or more) can articulate or explain the improvement goals and benchmarks

#### Component 5: Enactment of Support within the School

Identify the description that most closely matches staff's awareness and commitment to their **roles in the reform** in the *typical* CSR school in your district.

- ☐ **Few** staff members (0-25%) have knowledge of the reform initiative and are aware of their roles and responsibilities
- ☐ **Some** staff members (26-50%) have knowledge of the reform initiative and are aware of their roles and responsibilities
- ☐ **Most** staff members (51-75%) accept their roles and responsibilities and have begun to implement the reform initiative in the learning environment
- ☐ Staff members fully carry out their roles and responsibilities in the reform initiative

Identify the description that most closely matches staff's commitment to **school improvement** in the *typical* CSR school in your district.

- ☐ **Few** staff members (less than 50%) are committed to implementing the comprehensive school reform plan
- ☐ **Most** staff members (51% or more) are committed to implementing the comprehensive school reform plan
- ☐ Staff members from different programs are working together to support comprehensive school reform. (*Optional: Staff members have a leadership role to build commitment for the implementation of the reform initiative within the school. Staff begin to share a common language of school reform*)
- ☐ Staff members work collectively to resolve implementation issues. Staff share a common language of school reform

### Component 6: Parent and Community Involvement

Identify the description that most closely matches **planning** for parent and community involvement in the *typical* CSR school in your district.

- ☐ The school **does not** have a parental and community involvement plan that is part of the overall school reform plan
- ☐ The school **has** a parental and community involvement plan that is part of the overall school reform plan
- ☐ The school has developed and begun to implement parent and community involvement activities from the plan
- ☐ The school has established structures (e.g., school-business partnerships, advisory councils) for sustaining the ongoing involvement of parents and the community

Identify the description that most closely matches the **roles parents and community members** play in the reform efforts in the *typical* CSR school in your district.

- ☐ Parents and community members play **some** roles in the reform effort, but broad participation is not evident
- ☐ Many parents and community members play an active role that contributes to student learning
- ☐ Parents and/or community members play a **variety** of roles in the school reform effort (e.g., volunteer, decision-making)—but especially in supporting student learning plan
- ☐ The school **provides training** to parents and community members to play a variety of roles in the reform effort

Identify the description that most closely matches the **level of parental involvement** in the *typical* CSR school in your district.

- ☐ Parental and community participation includes a **small core body of** parents (less than 10%).
- ☐ **Some** parents (10-25%) are involved in the school reform effort in some capacity, including support student learning at home
- ☐ **Many** parents (26-50%) are involved in the school reform effort in some capacity, including support student learning at home
- ☐ **Most** parents (more than 50%) are involved in the school reform effort in some capacity, including support student learning at home

### Component 7: External Support

Rate the quality of technical assistance the district provided to schools during the implementation of the your CSR plan.

- ☐ The district **did not provide** adequate technical assistance to support implementation. Materials, training, and other support were minimal.
- ☐ The district provided **some** technical assistance to support implementation. More materials and training were needed.
- ☐ The district provided **sufficient** technical assistance to support implementation.
- ☐ The district provided **outstanding** technical assistance that supported the highest level of implementation.

Maryland CSR Evaluation  
Appendix E

Please check **one** area where the district did well and **one** area that could be improved.

Component	Strength	Area for Improvement
Research-Base and Effectiveness of Program		
Comprehensive Design with Aligned Components		
Professional Development		
Measurable Goals and Benchmarks		
Support within the School		
Parental Involvement and Community Engagement		
Evaluation Strategies		
Coordination of Resources		

### Component 8: Evaluation Strategies

Identify the description that most closely matches your **evaluation strategies** for collecting and reviewing data in the *typical* CSR school in your district.

- ☐ School staff members **are not** actively collecting data according to their evaluation plan
- ☐ School staff members **are** collecting **some** data according to their evaluation plan
- ☐ School staff members **are** collecting data according to their evaluation plan in an on-going fashion
- ☐ School staff members meet regularly to review data to monitor plan implementation and assess program outcomes

Identify the description that most closely matches your **practice** for analyzing data and **revising** the reforms in the *typical* CSR school in your district.

- ☐ One staff member reviews the data collected on plan implementation (formative) and program outcomes (summative).
- ☐ The school staff **review** the data collected on plan implementation (formative) and program outcomes (summative).
- ☐ School staff **analyze** the data collected and **begin to identify appropriate changes**, if any, in plan implementation and program outcomes.
- ☐ School staff **analyze** the data and **revise** evaluation plan based on new implementation plan and program outcomes.

Identify the description that most closely matches the practice for **communicating the results** of the reforms in the *typical* CSR school in your district.

- ☐ The school **does not** have a method for communicating evaluation results to staff and the community.
- ☐ The school is **developing** a method for communicating evaluation results to all staff and the school community
- ☐ The school **has** identified a method (presentation, report) for communicating evaluation results to all staff and the school community
- ☐ The school **has** identified a method (presentation, report) for communicating evaluation results to all staff and the school community with opportunities for feedback..

## Component 9: Coordination of Resources

Identify the description that most closely matches the **coordination** of resources for CSR reform in the *typical* CSR school in your district.

- ☐ The school has a plan to coordinate human and financial resources (local, state, federal, and private) to implement their comprehensive school reform plan
- ☐ The school has combined and coordinated **some** of the human and financial resources identified in their plan to implement comprehensive school reform
- ☐ The school has combined and coordinated **all** of the human and financial resources identified in their plan to implement comprehensive school reform
- ☐ The school has included **other** available resources at the school (not identified in their plan) to implement comprehensive school reform

Identify the description that most closely matches the process for **sustaining** CSR reforms in the *typical* CSR school in your district.

- ☐ The school has **not yet** begun to identify other available resources at the school (but not identified in the plan) to support comprehensive school reform
- ☐ The school has **begun to identify** other available resources at the school (but not identified in the plan) to support comprehensive school reform
- ☐ The school has **begun to seek** other resources (e.g., grants) to support or expand the comprehensive school reform implementation
- ☐ The school **has obtained** funds from multiple new sources and is using them in strategic ways to accomplish comprehensive school reform goals. The school has also established mechanisms for ongoing resource development

**Additional Comments (Please share any other thoughts or comments about you experience with Comprehensive School Reform):**

**Thank you for your participation.**